DOCUMENT RESUME

ED 180 177 EC 122 503

TITLE	Staff Development in State Agencies Serving the Developmentally Disabled: An H.E.W. Region V Survey.
INSTITUTION	Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.
SPONS AGENCY	Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
PUB DATE	79
NOTE	30p.: A Technical Assistance in Training Developmental Disabilities Personnel Project.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Budgets; *Developmental Disabilities; *Educational Programs; *Inservice Education; Needs Assessment; Organization; *Staff Improvement; *State Agencies
IDENTIFIERS	Illinois; Indiana; Michigan; Minnesota; Ohio; Wisconsin

ABSTRACT

A summary of data on inservice training programs for state agencies providing services to the developmentally disabled in Ohio, Wisconsin, Michigan, Indiana, Illinois, and Minnesota (Health, Education, and Welfare Region V) is provided. After a brief description of the purpose and methodology of the survey, the findings are presented. Among findings were that most states' organization is decentralized, that the precentage of the budget reserved for training activities in the states surveyed ranged from less than 1% to as high as 20%, that only 80% of the departments surveyed reported having a written department training policy, and that half of the departments reported that their employee training is optional and 75% noted it was not necessary for job advancement. Other findings showed that none of the departments reported that comprehensive needs assessment procedures were undertaken, but all departments had some form of training evaluation. Included among the eight recommendations was an increase in inter- and intradepartmental cooperation. A list of survey participants and the organizational structure survey instrument are appended. (PHR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180177

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

STAFF DEVELOPMENT IN STATE AGENCIES SERVING THE DEVELOPMENTALLY DISABLED: AN H.E.W. REGION V SURVEY

Prepared by:

Technical Assistance in Training
Developmental Disabilities Personnel Project

Institute for the Study of Mental Retardation and Related Disabilities
University of Michigan
Ann Arbor, Michigan

Sponsored by:

Developmental Disabilities Office
Office of Human Development Services, Region V
U.S. Department of Health, Education and Welfare

EC122503

PREFACE

The Technical Assistance in Training Developmental Disabilities Personnel Project (TAP) was established to assist the six states in H.E.W. Region V through the provision of technical assistance services including: (1) assessment of the training needs of personnel serving developmentally disabled individuals; (2) consultation in the development of training programs to meet the identified training needs; and (3) identification and utilization of training resources, including materials, programs, and personnel. The project works with state developmental disabilities planning councils and staff and, through them, with state agencies serving developmentally disabled persons.

This is the third in a series of special reports produced by TAP. It provides an overview of state agency activities related to training personnel serving developmentally disabled individuals in H.E.W. Region V. For additional information, please contact:

TECHNICAL ASSISTANCE IN TRAINING
DEVELOPMENTAL DISABILITIES PERSONNEL PROJECT

INSTITUTE FOR THE STUDY OF MENTAL RETARDATION
AND RELATED DISABILITIES
130 South First Street
Ann Arbor, Michigan 48104

(313) 763-4024

ACKNOWLEDGEMENT

This document presents a summary of data collected by the Technical Assistance Project in conjunction with a 1978 survey of the organizational structure and activity associated with staff development in selected state agencies within H.E.W. Region V, serving the developmentally disabled citizen.

The original data was collected by Hillery Stanford, Project Research Assistant, and edited by Christopher Murphy, Project Manager. The Regional Survey analysis draft was prepared by Bennett H. Berman, Ed.D.

We would like to express our appreciation to the Region V trainers who contributed their time and energy to make this report possible.

E. Eugene Handley, Ph.D.
Project Director
May, 1979

TABLE OF CONTENTS

PREFACE i

ACKNOWLEDGEMENT ii

TABLE OF CONTENTS iii

TABLES AND FIGURES iv

I. INTRODUCTION 1

II. METHODOLOGY 2

A. Purpose and Survey Description 2
B. Sample Description and Data Collection 2

III. FINDINGS 4

A. Departments 4
B. Composite Model of Staff Development Function . . 5
C. Budgets and Funding 6
D. Policies 7
E. Incentives 7
F. Needs Assessment and Evaluation 8
G. Staff, Learners and Programs 9

IV. RECOMMENDATIONS 12

V. APPENDICIES 15

A. Survey Participants 16
B. Organizational Structure Survey 19

TABLES AND FIGURE

VI. TABLES

1. Training Plan Development in Selected State Agencies
2. State Agency Training Budgets for Staff Development Activity
3. Survey of Staff Training as a Function of Job Advancement in Selected State Agencies
4. Training Staff Size in Selected State Agencies
5. Representative Titles of DD Related Training Programs in Selected State Agencies

VII. FIGURES

A. A Composite Model of Staff Development Function Within Selected State Agencies in H.E.W. Region V

INTRODUCTION

Within the state agencies reponsible for providing services to the developmentally disabled population, an active in-service training program is required to prevent the personnel pool from stagnating.

The value of staff development has been measured by the Federal Civil Service Commission, the largest employee training organization in the United States. Their research indicated that when measured in terms of increased job productivity/improvement, staff training produced a 34% return on investment. [1]

If staff development is beneficial, then it should be an integral part of the operational plan of every state agency charged with providing human services, especially those agencies concerned with the developmentally disabled (DD) population.

An examination of the literature reveals a lack of descriptive data of current in-service training activities conducted by state agencies with DD population service responsibilities. This study represents an initial effort at this task.

---

[1] Wright, Charles, "A Capital Investment", Civil Service Journal. January - March, 1978, p. 36-40.

METHODOLOGY

Purpose and Survey Description

This report provides an overview of in-service training occuring in selected state departments serving developmentally disabled individuals within H.E.W. Region V. Participating in the study were the states of Wisconsin, Illinois, Indiana, Michigan and Ohio.

The intent of the study was to establish a basis for recommendations, if needed, to improve staff development in state agencies impacting on human services to developmentally disabled persons. The descriptive data collected includes:

(a) the organizational model used to provide services through state department agencies;

(b) the state agency departments and sub-units involved in training system;

(c) the numbers and types of staff development activity provided by state agencies; and

(d) the funding resources and budget commitments within state agency departments for staff development.

Sample Description and Data Collection

The data was compiled through the co-operation and approval of the Developmental Disabilities Planning Councils in the states of Michigan, Ohio, Illinois, Indiana and Wisconsin. Minnesota, the sixth state in H.E.W. Region V, chose not to participate in the survey.

Five departments in each of the five cooperating states were surveyed. A total of forty-one (41) trainers representing twenty-five (25) state departments were interviewed. (See Appendix A, p. 16)

A two-fold process was used to collect the information: (1) telephone interview, and (2) written questionnaire. (See Appendix B, p. 19)

In each state, a telephone contact was made with the "training responsible person" in each of the five agencies. The phone contact explained the purpose of the survey and asked their cooperation in completing a Training Questionnaire that would be mailed to them. All persons contacted agreed to participate. A follow-up call was also scheduled.

The Training Questionnaire was then mailed to each participant with an explanatory sheet describing the survey form. The follow-up telephone call was then made and a detailed interview was then conducted using the Questionnaire

Survey as the trigger instrument and recording device for the data.

The design of the study and budget limits precluded investigation of all of the staff development activities throughout the total state agency system. Instead, those agencies traditionally involved in service to DD clients were selected (Mental Health, Public Health, Social Services, Education and Vocational Rehabilitation).

A more extensive investigation and verification of the data beyond the primary interview was not feasible. However, it is assumed that all persons participating supplied as much detailed information as possible within the constraints of the research design. In addition, many individuals commented that the data supplied was based on estimates due to a lack of actual data.

FINDINGS

Departments

The organization of departments and the model used for providing services varies from state to state, frequently from department to department. The most common model, however, is that of a decentralized system sub-divided into Division, Bureaus and Offices.

An Executive Director's Office at the department level tends to provide global objectives, funding and policy decisions. The development of programs, activities and services is carried out at lower levels of the department hierarchy. This approach to organization tends to be reflected in staff development organization as well. (See Figure A, p. 5)

The decentralized structure of the state agencies tends to encourage autonomy, but reduces the opportunities for sharing resources. Although an effort is made at gathering intra-departmental feedback when developing the annual agency training plan, there appears to be minimal interaction between the agencies on staff training issues. (See Table 1, below)

TABLE 1

TRAINING PLAN DEVELOPMENT IN SELECTED STATE AGENCIES

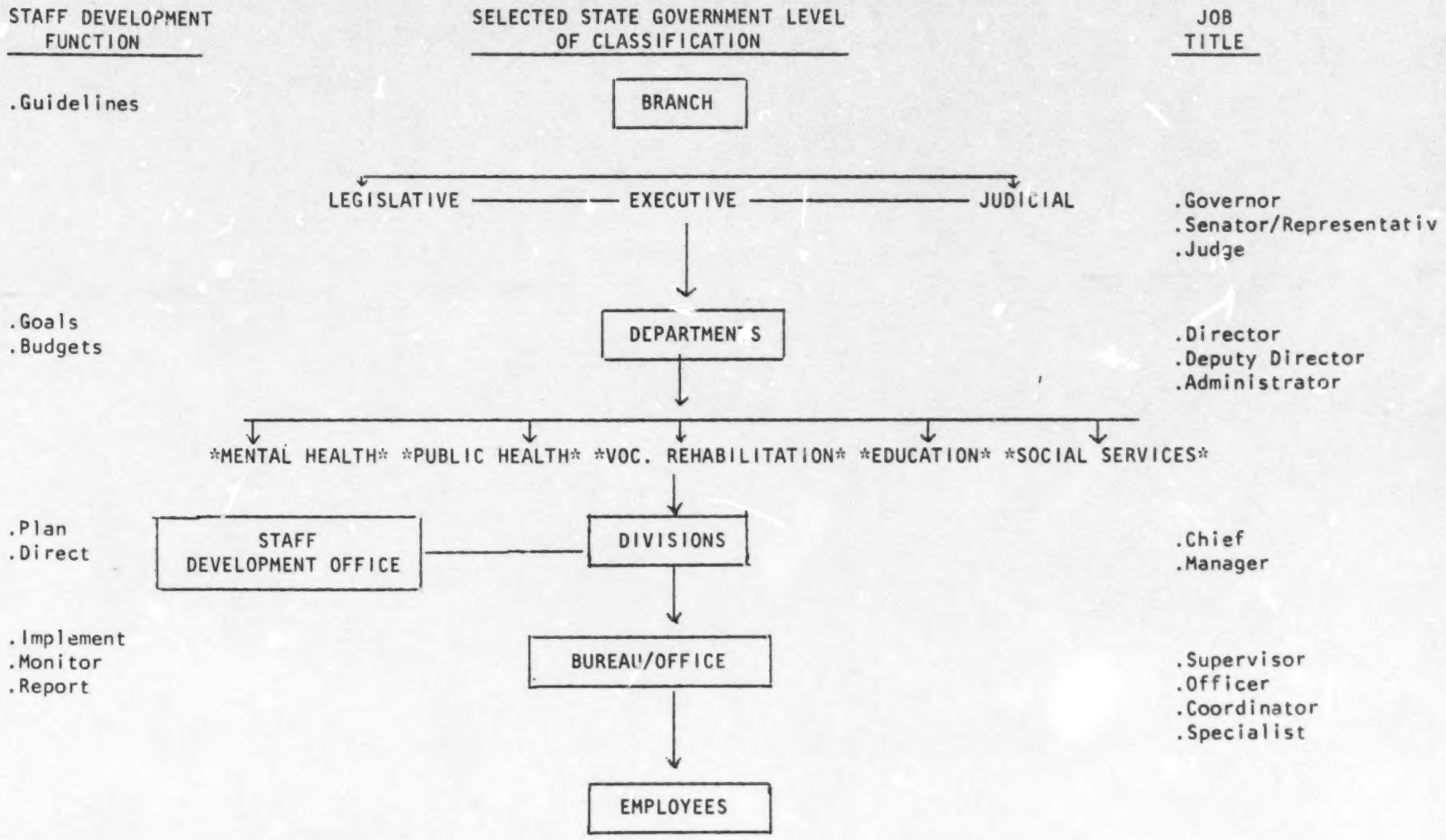
STATE	Is An Annual Training Plan Developed?	Intra-Departmental Feedback?	Inter-Departmental Feedback?
A*	YES	OCCASIONALLY	RARELY
B	YES	YES	NO
C	YES	**	NO
D	YES	YES	NO
E	YES	**	**

* Identity of the states is not reported in Table 1 since it is intended to "profile" the region.

** No centralized department source for training planning; each department unit has training autonomy.

FIGURE A

A COMPOSITE MODEL OF STAFF DEVELOPMENT FUNCTION WITHIN SELECTED STATE AGENCIES IN H.E.W. REGION V



Budgets and Funding

As might be expected, the amount of dollars appropriated for staff development training vary from department to department and state to state. In general, the operating percentage reserved for training activities ranges from less than 1% to as high as 20% of the department budget. In actual dollars this ranges from a few thousand to over one million.

TABLE 2

STATE AGENCY TRAINING BUDGETS
FOR STAFF DEVELOPMENT ACTIVITY

STATE	DEPARTMENT				
	MENTAL HEALTH	VOCATIONAL REHABILITATION	PUBLIC INSTRUCTION	SOCIAL SERVICES	PUBLIC HEALTH
A	$1,000,000	$69,000+	$ NA	$ NA	$220,000+
B	428,700+	83,000+	800,000+	5,000,000+	145,000+
C	350,000+	73,000+	NA	NA	NA
D	300,000	69,000+	800,000+	NA	50,000+
E	NA*	69,000+	160,000	NA	138,000+

*NA - Not Available

Although no consistent pattern among the department's budgets could be determined, it was reported that the greatest increase in expenditures tended to be related to programs dealing with vocational rehabilitation (employment) and client habilitation (self-care skills instruction). In some instances, training budgets were recently increased as much as 50% for these training activities. A growing emphasis was also observed regarding educational activities associated with educational mainstreaming, e.g., workshops, seminars, materials, and programs for the classroom teacher working with developmentally disabled students.

Among the departments surveyed, minimal use was made of Title XX (PL 93-647) funding. Only 5 of 25 departments surveyed reported accessing Title XX funds to support training programs. Title VI B (PL 94-142), related to mainstreaming in public education, was heavily utilized to support programs in education.

A number of departments examined were unaware of the benefits and/or process for obtaining training funds through Title XX. Basically, as long as the state will provide 25% of the necessary funds for staff training, the federal government will match it with 75% of the needed dollars. Therefore, every training dollar invested through Title XX by the state turns into three dollars...an excellent return on investment. Examples of accessing training funding through Title XX (PL 93-647) can be found in Funding For Training: A Survey of Resources To Financially Support Staff Development Programs For Developmental Disabilities Personnel, (TAP, ISMRRD/University of Michigan, 1978). This report is available through the National Clearinghouse of Rehabilitation Materials, Oklahoma State University, 202 North Murray, Stillwater, OK 74074, for 50¢.

Policies

Although all departments reported having a training plan, only eighty percent (80%) of the departments surveyed reported having a written department training policy. However, these policies tended to be extremely general. At the time of this survey, one state was in the process of converting their general policy into specific, detailed position statements that would include tighter control of training data, e.g., number of persons trained, costs per student, and program development costs.

Incentives

Staff development is formally encouraged in each of the states surveyed. However, half of the departments reported that their employee training is optional and 75% noted that a prescribed training program was not required for job advancement. (See Table 3, p. 8)

TABLE 3

SURVEY OF STAFF TRAINING AS A FUNCTION
OF JOB ADVANCEMENT IN SELECTED STATE AGENCIES

QUESTION: Is participation in a staff training program mandatory for job advancement? Yes or No?

STATE	MENTAL HEALTH	VOCATIONAL REHABILITATION	PUBLIC INSTRUCTION	SOCIAL SERVICES	PUBLIC HEALTH
A	YES	YES	NO	NO	NO
B	NO	NO	NO	YES	NO
C	NA	NO	NO	YES*	YES*
D	YES	NO	NO	NO	NO
E	YES*	YES*	NO	YES*	YES*

* = For some personnel

Many positions are obtained through competitive state Civil Service examinations, only a few of which require participation in prescribed staff development activities. Training tends not to be used as a job incentive.

In most departments, the availability of staff development opportunities appears to be a function of level of position, i.e., the higher the position, the more training opportunities offered. The most common incentive extended across levels to employees is fee reimbursement for attendance at work-related workshops or conferences.

Needs Assessment and Evaluation

None of the departments reported that comprehensive needs assessment procedures were undertaken to determine staff needs, but all departments reported that some form of training evaluation was conducted. This evaluation was usually completed by participants at the conclusion of the training activity. Frequently, training staff also evaluated the programs. Only one of the twenty-five departments surveyed reported participation by their entire staff or a special committee in the evaluation process. None of the departments reported any longitudinal evaluation, evaluation by outside consultants, or measurement of the impact of training on the service provider system.

Staff, Learners and Programs

The twenty-five departments surveyed reported that approximately 400 training responsible persons were employed within their organizations. An average of 40 trainers per state held administrative, planning, and co-ordination positions. The remainder served as training resource persons or instructors with the largest numbers of direct trainers associated with education and vocational rehabilitation activities. (See Table 4, below)

TABLE 4

TRAINING STAFF SIZE IN SELECTED STATE AGENCIES

STATE	MENTAL HEALTH	VOCATIONAL REHABILITATION	PUBLIC INSTRUCTION	SOCIAL SERVICES	PUBLIC HEALTH
A	75-100	5	130	5	1
B	6	7	2	67	5
C	1	4	2	24	6
D	6	7	22	8	3
E	*	7	1	*	*

* = Reorganization of state agency personnel and functions was in progress at the time of the survey; estimated 14 persons full-time in staff training assigned to departmental duties associated with mental health, social service and public health activities.

Only two of the department training responsible executives reported membership in a national professional trainers' association. Many of the trainers in executive capacities hold membership in state organizations associated with their job-related discipline, i.e., Vocational Rehabilitation, Special Education, State Agency Trainers Councils. These state level organizations provided oppourtunities for half the trainers to meet from one to four times per year.

Data regarding the total number and types of persons trained annually was not available. The departments reported that such data might only be available through extensive research of their records. Hard data on the number of staff personnel serving developmentally disabled persons who received in-service training was therefore, not accessible at the time.

The staff development programs offered by the departments range from supervisory skill training to specific discipline-oriented programs. (See Table 5, p. 10)

TABLE 5

REPRESENTATIVE TITLES OF TRAINING PROGRAMS IN SELECTED STATE AGENCIES[1]

STATE	MENTAL HEALTH	VOCATIONAL REHABILITATION	PUBLIC INSTRUCTION	PUBLIC WELFARE/ SOCIAL SCIENCES	PUBLIC HEALTH
A	Special Programs[2]	Medical Aspects of Disabilities	Management by Objective	Caseworker Training	Speed Reading
B	Recipient Rights	Behavioral Abnormalities in MR Clients	Mainstreaming	Caseworker Training	Vision Technicians Workshop
C	Special Programs[2]	Sign Language	Pre-School Handicapped	Interviewing Techniques	Training Nurses in Nursing Rehabilitation
D	Direct Care Staff Training	Case Management	Mainstreaming	Supervisory Skill Training	CPR Training
E	Special Programs[2]	DD and the World of Work	Mainstreaming	Family Planning	CPR Training

[1] Table reflects the title of agency training program that survey respondents described as most frequently offered or most closely related to DD issues.

[2] Programs created as needed

Funds spent for training activities tended to be equally divided between conferences originated outside the departments, e.g., out of town meetings, special university courses, etc., and training programs specifically related to their positions and those which were conducted within their department. Some general training subjects, such as supervisory training also tended to be duplicated across departments. Although the programs dealt with basic managerial techniques, many departments had their own basic supervisory training workshops.

Training class sizes were generally planned for easy management (under 30 participants), but occasionally one hundred or more learners would be attending the same session. Few programs made use of higher education consultants or University Affiliated Facilities in the planning and development of curriculum for the training programs.

RECOMMENDATIONS

An analysis of the survey responses and comments by participants comprising the sample provides the basis for the following recommendations to improve staff development within state agencies.

Increase Inter- and Intra-Departmental Cooperation

The results indicate that limited intra-departmental training activities are taking place and there is negligible inter-agency planning. The present practice results in costly duplication of effort. In order to foster greater cooperation, planning councils of trainers with representatives from each department might be established in each state. Resulting decisions to share expertise, resources, manpower and facilities may reduce total operational costs. While union contracts, Civil Service regulations and other practices may pose barriers to co-operative execution of some programs there are many general service programs related to staff development that can be shared among departments. In certain cases, legislative action may be required to encourage inter- and intra-departmental co-operation within the State Civil Service branches. Discussions with union leadership may lead to positions that will further enhance service delivery.

Develop Specific and Prioritized Training Policy and Plans

Although the majority of departments operate with a general training policy, the policies do not emphasize the need for collection of hard data, i.e., numbers of persons trained, job functions of person trained, cost per trainee, sequencing or programmatic development of staff development, etc.

The lack of specificity within the training policies tend to discourage accurate record keeping. The lack of hard data weakens the ability of the department and its related units to adequately demonstrate its impact and to project its manpower, services and budget needs for long range planning. Training policy must include a priority plan for implementing action.

Provide Staff Development Incentives

If, as reported by the U.S. Civil Service Commission, staff development represents the most economical form of improving the service system, then additional incentives should be incorporated into the training process to encourage staff participation. In addition to fee reimbursement for attending conferences or workshops, rewards in the form of college credit, job advancement and salary increases should be more widely implemented.

A minimum continuing education program should be available for every person involved in providing direct services to clients. A sequencing of instructional units and skill development programs, tied to job and wage advancement, could provide a more qualified labor pool.

Utilize Alternative Funding Resources

Funding is an inevitable concern of publicly support agencies. However, there are avenues for alternative funding which might be more effectively utilized by state departments and their sub-units. Greater use should be made of training dollars available through such sources as the Comprehensive Employment Training Act (CETA) and Title XX (PL 93-647).

Conduct Empirical Evaluation and Assessment of Training

When evaluation of the effects of training was conducted, the predominance of training evaluation was executed by staff responsible for the programs. This process risks possible bias in the feedback system. There were no reported attempts to empirically measure the reliability and validity of the training programs/materials/activities.

Staff needs assessment investigations are apparently not integrated into the evaluation process and this is an oversight that should be corrected. Needs assessment surveys not only identify training gaps, but training successes as they reflect upgraded personnel skill changes within the system. The lack of data on longterm skill retention by trainees and the effect of staff development programs upon the provider system tend to weaken the credibility of claims for its value. Until such evidence is available, funding for training will be vulnerable to the criticism of those who claim that training is a waste of time and money.

Empirical methodologies for measuring the effectiveness of training are well known. Once a system of empirical evaluation is in place it can be utilized on an ongoing basis. Departments lacking personnel qualified to design empirical evaluations may be able to call on qualified personnel from other departments for assistance. If necessary, consultants from local universities could be retained to develop an objective, empirical evaluation procedure.

Encourage State Agency and Higher Education Cooperation

Within each state there are a number of higher education resources capable of assisting in the creation and co-ordination of staff development and training to meet the needs of the departments. These resources, comprised of universities, community colleges, and University Affiliated Facilities, can provide valuable assistance in improving the quality of human services through participative consulting in staff development programming.

Higher education resources frequently develop human service curriculums and educational offerings that are based upon theory and manpower needs established by linear projections of population. These are occasionally unrealistic and not representative of real life work situations. State agencies, which must provide the services and maintain the provider system, can contribute valued input based on realities of need. These agencies might participate cooperatively with higher education as "partners" in manpower development.

Develop Trainer Skills

This survey of state agency departments established that few training responsible persons were members of national professional organizations dedicated to upgrading trainer skills, i.e., American Society for Training and Development (ASTD), National Society for Program and Instruction (NSPI), or the United States Civil Services Commission State Inter-Governmental Trainers Council. The lack of membership by state agency departmental trainers in these professional trainer associations does not necessarily mean they lack qualifications or skills to manage a staff development function. It might suggest, however, a lack of on-going professional contact with other trainers for the purpose of professional development. Only half of the individuals surveyed reported membership in a state organization concerned with their specific discipline or area of interest. There is not sufficient data in the survey to evaluate the skill levels of the training responsible persons, but hypothesis can be generated. The lack of involvement in improving personal training skills by not participating in professional training associations may result in less effective training program development. On the other hand, since the survey reveals that training responsible persons were primarily carrying out administrative and business responsibilities, their lack of involvement in organizations concerned with training may be explained.

It is recommended that an additional assessment be conducted among state agency trainers to determine (a) their level of professional preparation, (b) their interests and needs in improving their training skills, and (c) their knowledge of developmental disabilities concerns. It is doubtful if persons in training responsible positions who are not interested in the problems of the developmentally disabled citizen will actively create, implement and co-ordinate staff development activities related to DD issues.

Conclusion

Serious efforts are presently underway to expand quality staff development within state departments providing services to the developmentally disabled citizen. Federal legislation (H.R. 12467) specifically mandates each state to develop a plan for assessment of the adequacy of skill levels among professional and paraprofessional service providers. The legislation also directs the state to plan and implement an evaluation system to measure the impact of staff development skills on the provider system.

During this period, states have an excellent opportunity to improve their human service delivery system by responding to this legislation through (1) establishing more centralized, cooperative sharing of total resources, both inter- and intra-departmentally, (2) enhancing partnership with University Affiliated Facilities, as well as other higher education program development resources, and (3) encouraging the growth of the knowledge and skills of training responsible individuals in the state agencies serving the developmentally disabled citizen.

APPENDICES

APPENDIX A

SURVEY PARTICIPANTS

Robert D. Moorehead, Ph.D.
Manager, Staff Development & Training
Mental Retardation & Developmental
Disabilities Division
30 East Broad Street, Room 1282
Columbus, OH 43215

Karen Evans
Training Officer
Ohio Department of Health
Personnel Services Division
Box 118, 246 N. High
Columbus, OH 43216

Emil McVeigh
Management Analyst
Office of Legal & Labor Services
30 East Broad St., Room 1156
11th Floor, S.O.T.
Columbus, OH 43215

Archie B. Lewis
Chief, Staff Development
Rehabilitation Services Commission
4656 Heaton Road
Columbus, OH 43229

David L. Blodgett, Administrator
Staff Development & Training
Department of Rehabilitation & Correction
1050 Freeway Drive, North
Columbus, OH 43229

Joseph H. Todd
Assistant Director
Department of Education
Division of Special Education
33 High St.
Worthington, OH 43085

Susan Ross, Director
Department of Public Welfare
30 East Broad Street
30th Floor
Columbus, OH 43215

Lee Hill, Training Director
Division of Management Planning
& Federal Assistance
Administrative Services
126 Langdon St.
Madison, WI 53703

Jerry Guenther, Chief of Staff
Training & Career Development
Division of Job Service,
Administrative Support
201 E. Washington Ave., Rm. #252
Madison, WI 53703

Doyle Beyl
Training Coordinator
Community & Manpower Education
4802 Sheboygan Ave.
Madison, WI 53705

Jim Urness
Training Coordinator
Field Services &
Special Projects
4802 Sheboygan Ave.
Madison, WI 53705

Roe Parker
State Employee
Development Manager
1 W. Wilson St., Rm. 290
Madison, WI 53703

Omer Jones, Chief of Staff
Development & Training
Division of Management Services
Central Personnel
1 W. Wilson St.
Madison, WI 53603

Hamby Ezalarab
Chief of Training &
Staff Development
Division of Corrections
1 W. Wilson St., Rm. #1030
Madison, WI 53703

Bob Stutzman, Training Officer
Division of Health
Office of Operations & Management
1 W. Wilson St., Rm. #453
Madison, WI 53703

Helen DeBardeleben
Chief of Training Section
Division of Community Services
202 Tenney Bldg.
110 E. Main St.
Madison, WI 53703

Vic Moran, Coordinator of
Staff Training & Development
Division of Community Services
Central Center
317 Knutson Dr.
Madison, WI 53704

John Drake
Staff Development Supervisor
Division of Vocational Rehabilitation
1 W. Wilson St., Rm. #720
Madison, WI 53703

Jerry Baskfield
Chief of Staff Development
Division of Economic Assistance
Office of Operations & Management
1 W. Wilson St.
Madison, WI 53703

Eugene H. Strangman, Ph.D.
Supervisor, Clinical Training
Division of Corrections
1 W. Wilson St.
Madison, WI 53701

Hazel Scott, Ph.D.
Staff Associate
University of Illinois
520 East Armstrong
Peoria, IL 61603

Willard Fisher
Executive Director
St. Clair County Community
Mental Health (708) Board
7 N. High Street
Belleville, IL 62220

David Richter
Executive Director
Developmental Services
Center of Champaign
1206 South Randolph
Champaign, IL 61820

Shirley Frank
Executive Director
Children's Development Center
650 N. Main St.
Rockford, IL 61103

Jack Saporta, Ph.D.
Chief, Training & Education Section
4200 North Oak Park Ave.
Chicago, IL 60634

Robert Granzeier
Management Executive
Board of Vocational Rehabilitation
Program Planning & Support
623 E. Adams
Springfield, Illinois

Mike Daugherty
Educational Specialist
Department of Specialized
Educational Services
100 N. First Street
Springfield, IL 62777

Betty Walston, Chief
Division of Curriculum
Development & Training
Illinois Office of Education
525 W. Jefferson
Springfield, IL 62706

Fred Wise, Chief
Bureau of Staff Development
Department of Public Aid
219 S. Fourth Street
Springfield, Illinois

Raymond Guest,
Training Director
Division of Health Education
Bureau of Administration
& Development
1330 W. Michigan
Indianapolis, IN 46206

Diane Barren
Training Officer
Staff Development Section
Department of Public Welfare
100 N. Senate Ave.
Indianapolis, IN 46204

Priscilla Crawford, Ph.D.
Director of Manpower Development
Division of Planning & Evaluation
Department of Mental Health
5 Indiana Square
Indianapolis, IN 46204

Paula Carter, Ed.D.
Associate Superintendent
of Public Instruction
Department of Public Instruction
Room 229 State House
Indianapolis, IN 46204

Lee Moon
Chief, Staff Services
Indiana Rehabilitation Services
Division of Support Services
17 West Market St.
Indianapolis, IN 46204

Harvey Day, Ph.D.
Director
Resource Development
Department of Mental Health
6th Floor Cass Building
Lansing, MI 48926

Richard Miller, Ph.D., Director
Bureau of Management
& Staff Development
Department of Social Services
300 S. Capital Avenue
Lansing, MI 48926

Lester Bollwahn, Ed.D.,Chief
Education & Training
Department of Public Health
3500 N. Logan, Box 30035
Lansing, MI 48909

Arselia S. Ensign, Ph.D.
Coordinator of Training
Department of Education
Division of Special Education
P.O. Box 30008
Lansing, MI 48909

John H. Victory
Acting Staff Development Supervisor
Department of Education
Bureau of Rehabilitation
P.O. Box 30010
Lansing, MI 48909

John Walsh, DD Planner
Six East Regional Development Commiss
311 West 6th Street
Willmar, MN 56201

Sarah Johnston-Rodriguez
Region Nine Development Commission
120 Broad Street
Mankato, MN 56001

Pat Teiken
West Central Regional Development
Commission
Fergus Falls Community College
Fergus Falls, MN 56537

APPENDIX A - 3 (end)

APPENDIX B

ORGANIZATIONAL STRUCTURE SURVEY

This survey is designed to identify in-service training being provided to staff and training resources utilized.

_____
(state)

_____
(department)

_____
(division)

_____
(bureau)

_____
(date)

_____
(source of information)

I. PERSON RESPONSIBLE FOR TRAINING

A. Title _____

B. Name _____

C. Address _____

_____

D. Phone ( ) _____

II. AUDIENCE

A. Is the training offered only for employees of your agency? _____

If no, who else may participate? _____

_____

_____

_____

B. Is there an annual training plan developed? _____

C. How many training programs do you offer? _____

D. What are some of the typical topics of your training programs?

_____

_____

E. On an average, how many people participate? _____

F. What percentage or number of those trained serve the developmentally disabled population? _____

G. Is your training required or optional? _____

H. Is your training a prerequisite for Civil Service advancement?

_____

III. TRAINING DIVISION STAFF

A. How many professional staff? _____

IV. EVALUATION

A. Is there an evaluation done on your training program? _____

If yes, how often? _____

V. FINANCIAL INFORMATION

A. Total Budget for State Department, Division, Bureau

1. Current FY Budget _____

2. Last FY Budget _____

B. Funds Allocated to Training Division

1. Current FY Budget _____

a. Administrative Budget _____

b. In-Service Training _____

c. Conferences _____

d. Consultants _____

e. Total Funds Allocated for DD Personnel Training _____

2. Last FY Budget _____

   a. Administrative Budget _____

   b. In-Service Training _____

   c. Conferences _____

   d. Consultants _____

   e. Total Funds Allocated for DD Personnel Training _____

VI. FUNDING RESOURCES

A. State _____

_____

_____

_____

B. Federal _____

_____

_____

_____

C. Are Title XX Funds being Utilized? _____

If yes, what is the amount or percentage? _____

D. Other sources of funding _____

_____

_____

_____

_____

_____

VII. OPTIONAL QUESTIONS

A. Is there a policy on training within your Bureau? _____

B. Do you know of people in other state departments who have positions comparable to yours? _____

C. Do you meet with your peers in other state departments? _____

If yes, how often? _____

D. Do you belong to a professional organization of trainers? _____

If yes, name: _____

_____

_____

_____

_____

E. Would you be willing to send us a description of your training materials and training plan? _____

ADDITIONAL COMMENTS:

APPENDIX B - 4 (end)